

CALLS FROM THE FOREIGN FIELD



**WANTED
A COLLEGE FOR PERSIA**

PERSIA HAS A POPULATION OF
TEN MILLIONS AND NOT A SINGLE
COLLEGE OF ANY SORT WORTHY
THE NAME

**AN UNPRECEDENTED
OPPORTUNITY!**

The Imperial Palace,
Teheran, 21st May, 1911.

To the Superintendent of the American High
School, the Rev. S. M. Jordan.

Dear Sir:

It is with the keenest interest that I heard about the eighteenth annual Commencement of your High School and the great success you have achieved with the graduating class. I regret very much to have been deprived of the pleasure of being myself present to this annual meeting as before. I send, therefore my most hearty wishes for the welfare and the further prosperity of the splendid educational work you have undertaken.

Yours sincerely,

ABOL KASSEM.

During the minority of Sultan Ahmad Shah (crowned July 21st, 1914), Abol Kassem Khan, Masir-ol-Molk, was regent of the Empire of Persia. He is a graduate of Oxford University and is reputed to have had one of the most brilliant minds ever found at Oxford.

Sault Ste. Marie, Michigan,

July 22, 1914.

Dear Mr. Speer:

I wish I had language to write down the enthusiastic and spontaneous approval I feel for the work of the Presbyterian Missions in Persia. You are to be congratulated upon it.

* * * * *

I was deeply impressed by the magnificent work being done in the American High School in Teheran, the efficiency of the management, the character and the fine natural ability of the students, the opportunity for service, and the need of a college.

I visited the site recently purchased for the college. It is the very best location in all the environs of the city. The work is great, is needed, is in good hands, and will reflect the greatest possible measure of credit upon all who assist it.

Yours most sincerely,

CHASE S. OSBORN.

The Hon. Chase S. Osborn, ex-Governor of Michigan, for the past thirty years has been an extensive traveler, and has visited many mission lands. On his return from a recent two-year tour he wrote the above.

I believe that no greater need or opportunity for a Christian College can be found than the need and opportunity in Teheran. There is unhindered access to every element of the population. The Mohammedan fathers, rich and poor, are not only ready but eager to have their sons admitted into the institution. The Mission and the Board are anxious to develop it to full college grade. Its Christian character and influence are pronounced. Many of its Mohammedan students have already accepted Christ and the work that it can do in forming character and spreading knowledge and supplying leadership is the work which Persia most needs. Having visited Teheran and seen the conditions, I endorse this appeal with earnest conviction.

ROBERT E. SPEER.

Secretary Presbyterian Board
Foreign Missions



Self-supporting Boarding Department

One of the most remarkable institutions under the control of The Presbyterian Board of Foreign Missions is the American High School for Boys at Teheran. The enrolment in recent years has been about 540 (the utmost capacity of the school), more than 300 of them Persians, that is Moslems, the rest Armenians, Hebrews and Zoroastrians. There are about 200 in the High School Department. The growth of the school and the wonderful success of the self-supporting Boarding Department attest the earnest desire for education, which renders expansion imperative. Now is the time to add to the school such a college department as new conditions in Persia demand.

American colleges are uplifting and transforming almost every land. In Persia there is not a single college of any sort worthy of the name.

A. W. HALSEY, D.D.

Secretary Presbyterian Board
Foreign Missions



Old-fashioned Persian School

TEHERAN COLLEGE TEHERAN, PERSIA

BEGINNINGS

The school was started more than forty years ago, but the instruction was of a primary character till 1887 when the grade was raised to that of a good grammar school with a little additional high school work, and for the first time an American devoted his time to it. Even then the pupils continued to be drawn exclusively from the Armenians, Jews and Zoroastrians, as the children of Moslems, that is the Persians proper, who constitute 98 per cent. of the population, were strictly forbidden by the Persian Government to attend.

TRANSITION

In the late nineties a few Moslem boys began to come. In 1900 there were twenty-two, and from that time on they have steadily increased. The law of the Medes and Persians has altered. The impact of the West upon "The Unchanging East" has had an effect. The Persians within the past few years have become extremely liberal. They have lost faith in the old way of doing things. They demanded and obtained from the Shah a modern constitution. The belief that Western civilization and Western forms of Government are what they need, and that Western education will solve all their difficulties is the never failing theme of all the intelligent classes. In ever increasing numbers they are sending to us their children for whom they now demand a college education. We have the lead and should maintain it. We must expand or miserably fail to live up to this "Unprecedented Opportunity."

Partly in imitation of our schools the Persians have opened in the city of Teheran seventy-odd schools for boys and about forty for girls. These are modeled on modern lines and are doing work far superior to the old-fashioned schools; but the superintendents and teachers never having been properly educated and knowing little or nothing of modern theories or up-to-date methods are not able to do a very high grade of work. Even if they could give the mental training desired they cannot supply the Christian standards, the ideas and the ideals of life requisite for the regeneration of the nation. We can and do, and the fact is widely recognized by the Persians. It is the high moral standards and earnest religious tone of our school quite as much as its educational efficiency that have made it popular. Intelligent Persians recognize that their failure as a

nation is a moral failure—a failure of character rather than a failure of intellect. It is the common thing for a father on entering his son into the boarding department to say,—"I want to get this boy away from the bad influences of my home. I want to get him away from the corrupting influences of his mother."

American Legation,
Teheran, May 14, 1910.

My dear Mr. Jordan :

I cannot forbear to Compliment the American High School upon the showing made at the Commencement Exercises. I was much surprised at the orations of the Persian graduates from Shiraz and Ispahan upon such subjects as "The Federation of the World," "Man's Conquest of Nature," and "Commerce and Railroads." * * * Your dominating purpose evidently is to give what we know in the West as a real education of character, intellect, and heart.

It would gratify me very much to see your institution seize what seems to be a good opportunity to become a rival of Robert College and of the American College at Beirut of which I heard so much on my way through "The Near East." * * *

Very truly yours,

CHARLES W. RUSSELL.

Mr. Russell was American Minister to Persia 1910-1914.

DEVELOPMENT

The curriculum of the school has been broadened and deepened. It now corresponds to a good preparatory school or high school in America, with primary, grammar and high school departments, doing in addition a certain amount of college work. The attendance has risen from 66 in 1900 to 540 in recent years, and large numbers have been turned away. The tuition which in 1898 was \$2 per year has been raised to \$1.50 per month in the primary, \$2 in the grammar school, \$2.50 in the high school, and \$5 for college lessons, while the highest charge in any other school in the city is \$1.60 per month for high school work. The income collected on the field has risen from \$153 sixteen years ago to \$13,540 last year.

The Boarding Department opened in 1887 was practically free and was discontinued in 1894 for lack of funds. Those in charge later decided that it should never be reopened except on a self-supporting basis. In 1910 the experiment was tried on a very moderate scale. Grave doubts were entertained by many as to the feasibility of the undertaking. It was a pronounced success from the very beginning. The first year 16 were accepted and 40 additional applicants were refused for lack of room. The next year the capacity was increased to 45 and all places were promptly taken. Three years ago 53 were crowded in, 4 additional were lodged in the home of the Principal, and 70 others who came from all parts of Persia were turned away. If we had the dormitory space the number of boarders would probably soon mount into the hundreds.

One of the remarkable things about this Boarding Department is the class of pupils enrolled. While pupils from every grade of

society and of every race and creed are accepted without discrimination, an unusually large number are the children of the nobility and of the other most influential families of the country. As in ancient times all roads led to Rome, so to-day in Persia all roads lead to Teheran, and the prominent men from every part of the country flock to the capital. In addition, the school has such a reputation that children are sent to it from the most distant parts of the kingdom, 20, 30, 40 days' journey by caravan, and remain in the school for years without returning home. In the school at present there are studying, the children of cabinet ministers, of royal princes, of governors of provinces, of other high officials and influential men—boys, who, whether educated or not, will in future years be among the rulers of Persia. Seldom, if ever, has any school had such an opportunity to influence the new life of an awakening nation.

This Boarding Department is not simply self-supporting in that it pays all its own expenses. A fair charge is made for lodging so that it is really a source of income and helps other departments of the school. Then, too, the boarders coming from the wealthy and well-to-do families are able to pay full tuition fees and so increase the income of the school proper.

The spirit of the school is most democratic. The sons of princes, aristocrats, and the wealthy mingle on terms of perfect equality with the children of the poor, attend the same classes, sit in the same seats, rub shoulders on the football field, and all learn to be friends. In the Boarding Department each boy makes his own bed and takes his turn waiting on the table.

The young men trained in this school are exerting an influence out of all proportion

to their number. They are found throughout the length and breadth of the Empire, in positions of honor and trust. They are members of Parliament. They are under-secretaries in the State Department and the other departments of the Government. They are chiefs of customs and post-offices and telegraphs in various cities. They are officers in the army and in the police departments. They are found in the banks, native and foreign. They are physicians, teachers, editors of newspapers; and some of the best text-books in the vernacular have been prepared by our graduates. The enlightening influence of this school has been one of the important factors in the awakening of Persia, and the establishing of free institutions and constitutional government.

The American Legation,
Teheran, Persia, April 28, 1916.

I feel certain that few places or countries in the world are so much in need of Christian education and Christian civilization as Persia and know of no worthier cause to which Christians might contribute than the upbuilding both morally and intellectually of the much neglected youth of Persia. Only a person acquainted with the work done by the American High School can at all appreciate the results already accomplished.

JOHN L. CALDWELL,
American Minister to Persia

PRESSENT STATUS

The present plant of the school is worth approximately \$50,000. Part of it will be turned over to Iran Bethel, the American high school for girls, for much needed expansion, and the other part will be continued as a day school for the younger boys. A new location for the college of 40¼ acres, just outside the city walls, has been secured, and with improvements to date, including one residence, has cost about \$30,000.

The courses planned for the immediate future are Commercial, Bible Training, and an Arts Course. Medicine, Pharmacy, Agriculture and Engineering also are demanded and should be added as soon as possible.

The size of the plans we are making is an indication of our estimate of the opportunity, and of the demand for education, and our faith in the ultimate outcome. We are not planning for small things; for that is not what the situation demands.

The earnest enthusiasm for education, the remarkable success of the Day School and of the self-supporting Boarding Department, the present over-crowded quarters, and the college site already secured, constitute a mighty call to the home church to advance.

PLANS FOR BUILDING

The first column shows what is necessary for the first beginning on the new site. The second column shows what will become necessary as soon as the College is opened on the new basis. The first column must be provided the first year. The second should follow without delay.

	Beginning	Following Years.
Dormitories at \$7,500 each..	\$ 7,500	\$22,500
Residences at \$6,000 each...	6,000	18,000
College building, including administration, recitation halls, large assembly hall that can be used for chapel, laboratories, etc.	33,500	20,000
Equipment, improvement of grounds	3,000	
Gymnasium		10,000
	<hr/>	<hr/>
	\$50,000	\$70,500

TEACHERS AND SALARIES NEEDED

The college staff ought to be enlarged to include a qualified business man to be head of the Commercial course, and a trained physical director, also qualified to teach. The Persians greatly need athletics. It is good for the morals of students and for the development of the qualities of character which Persia requires. There should be a man to teach biological sciences, preferably a graduate physician, and also a short term man to teach English whose salary for three years and traveling expenses to and from Teheran would be \$2,700. A woman with normal training could take charge of English in the Junior High School.

THE CENTURY CO.
353 Fourth Avenue, New York.

October 19, 1916.

My dear Dr. Jordan:

I have your very kind letter.

I well remember that while I was serving as Treasurer-General of Persia, I had in my employ a number of young Persians who had been educated in the American High School of Teheran. The moulding influence of that school was manifest in the character and ability of these young men. In efficiency, faithfulness and trustworthiness they stood in a class by themselves.

Among my dearest friends and most trusted counselors was Arbab Kaikhosro, possibly the most influential member of the Madjlis. He was trained in this school and never tired of praising the fine work it is doing.

Persia is in great need of men of education and character who can be the leaders of their people. I hope that all your plans for Teheran College may be realized.

Sincerely yours,

W. MORGAN SHUSTER.

FACTS—OPPORTUNITY— RESPONSIBILITY

1. Persia is the one Bible land which has preserved its name and independence for twenty-five centuries. Is it not possible that God has rich things in store for her?

2. The West is deeply indebted to Persia not merely for Persian rugs and Omar Khayyam, but also for her contribution to the arts and sciences, and above all else for the service rendered to the Kingdom of God. Other nations were the despoilers and oppressors of God's people, Persia was the protector, the preserver and restorer.

3. When to the Jew all others were Gentiles unclean, and to the Greek they were barbarians despised, then a Persian King restored Israel to the Holy Land, returned the vessels of silver and gold, and rebuilt the temple.

4. The Persians were liberals 2,500 years ago. They manifest the same spirit to-day, hence they are seeking the best wherever it can be found.

5. The Persians are fully awake to the value of Western education. They are willing to pay for it and are determined to have it. Whether it shall be rationalistic, atheistic and destructive, or Christian and constructive, depends upon us; for the northern half of Persia has been allotted to the Presbyterian Church.

6. It is an axiom that the regeneration of a country, social, political, intellectual, moral and religious, must be worked out by her own people. A college is needed to train up men of character capable of being leaders.

7. The average Persian educated abroad gets out of touch with his own country, loses

sympathy with his people and comes to despise them. He accepts everything Western as good and all things Persian as inferior. He loses faith in his old religion and does not accept another. A rationalist, an atheist, and a carping critic, he returns a curse to his country rather than a blessing. In our schools we adapt the best Western methods to the needs of the country. While we retain the good in their own civilization we inspire the students with enthusiasm for the high ideals and the pure standards of Christian lands.

8. The boys of the boarding department glory in the fact that they do not smoke or drink, and they boast that a new boy always has his morals and entire character reformed inside of three months.

9. The wealthy and influential families flock to the capital. Teheran has grown as rapidly as one of our Western towns. Forty years ago the population was 60,000; now it is estimated at 400,000.

10. The area of Persia is equal to the United States lying east of the Mississippi River, exclusive of the Gulf States.

11. Persia has a population of 10,000,000 and not a single college.

12. An able people of our own race and color are struggling upward toward constitutional government, free institutions, and twentieth century enlightenment. Unaided they are doomed to stumble and fall. **NOW IS THE TIME TO LEND A HAND.**

S. M. JORDAN, Principal.



One of Five Groups of Boys Drilling Simultaneously

"CALLS FROM THE FOREIGN FIELD"

The Board of Foreign Missions of the Presbyterian Church in the U. S. A.

DATE.....191

To assist in the effort to advance and develop the Foreign Mission Work of the Presbyterian Church, I agree to give toward the TEHRAN COLLEGE, PERSIA, in addition to my regular gifts for Foreign Missions and the other Boards of the Church the sum of \$

Payable

Address

Signature

Church of

Member of

NOTE—Pledges and gifts should be sent direct to Mr. DWIGHT H. DAY, TREAS., 156 Fifth Ave., New York city, who will credit such gifts, if desired, to the church indicated.

British Embassy,
Washington, 9th Oct., 1916.

My dear Mr. Jordan:

* * * * *

I remember the American High School at Teheran. I was very greatly impressed during my stay in Persia with the wonderful work of the mission and especially by the work done at the school. I am sure that my opinion is that of all who have known the mission and the school and have followed in any way the noble and civilizing work which is being done there.

I well remember that all races and creeds were represented in the school and all treated with impartial respect and consideration. The result was very greatly to enhance the respect of the Persians for our civilization and religion and to promote good will among men.

Yours sincerely,

CECIL SPRING RICE,

British Ambassador at Washington.

Requests for additional information may be addressed to REV. S. M. JORDAN, D.D., 156 Fifth Avenue, New York City.

The Board of Foreign Missions
of the
Presbyterian Church in the U. S. A.
156 Fifth Avenue, New York City